

School Activities

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School Activities

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As the Editor Sees It



Another fine friend of extra-curricular activities passes—Miss M. Frieda Koontz, for more than twenty-five years the Executive Secretary of the Virginia Student Cooperative Association. A year ago a \$500 silver service from the student council members of the state (*School Activities* cover illustration, April, 1949) evidenced their appreciation of her personal graciousness and her wise and enthusiastic leadership. Her work completed? Hardly. Her contributions will enrich the lives of countless unborn generations.

A home visiting corps has been organized at William Howard Taft High School, New York. The members of this group make weekly calls on homebound students, carrying the school paper, news, personal notes, assignments, books, materials, etc. An excellent project for your council!

In some schools there is a senseless and harmful tradition that although freshmen and sophomores may not attend the parties of the juniors and seniors, the latter may "crash" the social events of the former. Stationing a policeman at the door might help, but a published and enforced "no party of your own if you barge in where you don't belong" penalty would be at least as effectively practically, and much more valuable educationally.

Not boasting but illustrating: the writer with only average intelligence (or less), started off to college happy (but scared to death), with just twenty dollars in his pocket. Lucky for him this was several decades ago instead of today! College authorities are soft-pedaling the earlier "work your way through college" idea pointing out that unless the student has enough ready cash for the first semester's expenses, he had better make other arrangements. Discouraging, but practical advice.

It is to be regretted that because of the high cost (the average annual expense has been set at \$1282) many worthy high school graduates are seriously handicapped in their efforts for a college education. On the other hand, there are en-

couraging signs, one of which is the increasing number of scholarships being made available both by the colleges themselves and by outside organizations.

A good example of the latter is the program of the National Honor Society—for 1950, five \$400 and twenty \$200 free college scholarships (and twenty \$50 awards). This is one of the best projects the Society has promoted.

A number of "star debater," "star actor," "star athlete," "star musician," and other similar "national honor" organizations have been promoted in the secondary schools, the main purpose of which appears to have been the selling of insignia, pins, and keys to the "stars". We are glad to learn that the National Association of Secondary School Principals has just put its stamp of disapproval on another of these societies.

Statistics show that although youthful automobile drivers are involved in a disproportionately high number of traffic accidents, high school trained drivers are involved in only one-half as many as the untrained. This is all to the good. However, only about one-fourth of our 25,000 high schools have such courses. Maybe some intelligent promotion by your student council would raise this figure.

Incidentally, about one-half of these trainees are girls. Yet in 1906 the mayor of a certain large American city declared to his city council that "the driving of an automobile requires such qualifications that no woman is physically fit to undertake the task." Well, either he was wrong, or the ladies have become physically fit awfully fast.

In more than one instance high schools have silenced community complaints about post-prom tavern and night club escapades by organizing their own after-the-prom "night club" parties, held in a good place and under suitable supervision. Often the local Rotary, Kiwinis, Lions, and other luncheon clubs, American Legion, and even commercial and industrial concerns sponsor these wholesome affairs.

Back to Fundamentals

IT is almost a truism—certainly an accepted fact—that people don't know why they do things. In like manner, they seldom know why they like things or dislike things—why they favor some things and oppose others. Opponents of school activities don't know—or won't admit—why they are opposed. Their stock complaint is simply. "Let's get back to fundamentals!"

An extended observation and classification of obstructionists over a period of forty years—back to the time when the present movement for school activities was just getting a good start—puts them in four main categories, to none of which would one be proud to admit he belonged. First in number, perhaps, although not first in chronological order, is the bench riders and wallflowers. They either could not make good in school activities themselves, or were too timid to try, and therefore oppose school activities as their way for saying "sour grapes." Perhaps it was not these obstructionists themselves who failed; it often is their children who could not measure up. Second is ascetics, who in their perversion look upon anything which is pleasant as sinful. School activities are pleasant, as common observation attests; therefore, ipse dixit, they are damned. Third of the groups of obstructionists is reactionaries who see in school activities the seeds of destruction of their vested interests. The status quo in the "good old days" was kind to their rackets and must be preserved. Fourth is reactionaries who want to cut costs at all costs. Foreign language and mathematics, the earliest subjects in American secondary education, require but little equipment, whereas school activities run into money. Therefore, back to fundamentals.

Surprisingly, this disciple of school activities is going to agree: let's go back to fundamentals. But what are they? How far back shall we go? Again, this disciple sticks his neck out. He is the go-backingest go-backer who ever wanted to go back. Let's go back to the beginning of secondary education—not the beginning of secondary education in America but the real beginning, the beginning in the earliest form of secondary education known in history. *The fundamentals in those days were*

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activities! When the tribe inducted a young adolescent into adult status, the ceremonial rites, and the formal instruction attendant thereto, did not include the use of books. Savage? Maybe, but sensible. The activities required of youth were those necessary for adaptation to the environment of the time; they were not just a lot of cold-storage learnings prescribed to discipline the mind—whatever that means.

At a much later date, Athenian secondary education in the Age of Pericles followed the same pattern—activities. The activities in Hellenic secondary education were not necessarily ones needed for survival, but they were physically wholesome, mentally stimulating, and socially sound. Furthermore, they were whole-hearted purposeful activities. They were ones which both adolescents and adults approved and applauded. And what were they? Athletics and music—the very "fads and frills" which today stand at the head of the activities parade.

And, speaking of fundamentals, what is more fundamental than human nature? What psychologist would not agree that the basis of education should be human nature? Any efforts toward education which are not founded on human nature are futile. A knowledge of and recognition of human nature are the alpha and omega of sound teaching. Present-day school children and adolescents flock irresistably to school activities—the "fads and frills" to the obstructionists—for the simple reason that the activities program, more than the formal curriculum of earlier America, is based squarely on human nature. What is more natural than the universal urge of normal beings to be active? And what is more natural than the universal human love for beauty? The urge to be active and the love of beauty lie at the bottom of modern school activities. Little wonder the Greeks featured athletics and music.

Functional education in all ages has been based on fundamentals. Such is its original and present purpose and only excuse for being. In all ages, functional ed-

ucation has been based on human nature. But the particular forms of education in any period—the subjects or activities in which the pupils engaged—have been those suited to the time. In each instance, the fundamentals consisted of school subjects or activities necessary for adaptation to the environment of the time. But with the march of time, environment changes, and consequently school subjects and activities must change. The real fads and frills of any period are the vestiges of the past—the “last leaves” which may have been appropriate at one time but the reason for the existence of which has since waned or ceased to be. In light of this concept, the most ridiculous “three-cornered hat” in today’s schools is Latin. But there are also some “peg-top” trousers.

Another inborn tendency in all normal youth is the desire to be adult and to ape adults. In school activities youth finds wholesome and legitimate channels for satisfying this urge; and teachers find in the same the most appealing bridge to culture by way of which they can consummate all the objectives of modern education.

Yes, let’s go back to fundamentals.

Why Ban Gossip Columns?

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LET’S define the gossip column before we discuss it. A glance at the dictionary will help to describe it. It is a column given over to idle talk, groundless rumors, unwarranted speculations, and petty scandal.

Whoever writes it for the school paper is a snoop, tatler, and tale-bearer who plays up the trivial and petty, often misrepresenting, distorting, and even fabricating the content, venting his spite and paying off grudges.

First, the gossip column is not news. The idea, event, or situation involved may be timely, but it is neither big enough nor important enough to be printed. Seldom has it been verified. Instead it is a guess, a rumor, a conjecture; in fact, it may be wholly untrue—just something a malicious writer dreamed up. It is the epitome of irresponsible writing and, hence, lowers the readers’ esteem for and faith in the entire publication.

Second, the gossip column is unfair. It invades the privacy of each student’s life. Its poison darts may be aimed at friendships which have nothing romantic about them. Moreover, personal relationships between boys and girls are private matters, not something to evoke insinuation or exaggeration, sneers or insults, alleged wit or crude humor. There is nothing constructive in the mania for exposing them even if they have been silly, foolish, or stupid.

Third, gossip columns are dangerous. Every student who degrades himself to write one should read the libel laws of his state before he writes his first column. He should find out why even professional newsmen and their newspapers avoid defaming people. The author of the gossip column may have no defense if his derogatory remarks about someone result in a lawsuit. His “cute” or “clever” remark may get him and his staff into trouble—so much trouble that the paper may be banned and barred.

Fourth, gossip columns are undesirable. True, metropolitan papers do have Washington, Broadway, and Hollywood columns, but these are about people in public life, adults who have become accustomed to smears. As the Sigma Delta Chi code of ethics indicates, every publication should “respect and conform to the canons of decency and good taste. . .” and is “obligated to refrain from presenting in form, substance or inference those matters which pander to base conduct or offend common decency.”

For these reasons, then—and each is a good reason—no school should tolerate gossip columns in its paper. In fact, no self-respecting staff should have a hand in mudslinging—even if some voluble students demand it. There is much to be written about individuals—much that is real news and hurts no one.

Names in the news are necessary. They are desirable, but the newspaper staff’s attitude should be positive, not negative, constructive, not destructive. It should build not suspicion but good will.

However much I have tried to fill my books with incident and excitement, to have things happening all the time, I have tried also to suggest something of the great adventure of the human spirit.

—Armstrong Sperry

Cooperative Carnival Completes Yearbook Fund

PERHAPS one of the growing problems in small high schools throughout the country is the means of financing the school yearbook. Not long ago an annual could be put out at a relatively low cost. Gradually, with increased costs in material and labor, the total production of the yearly volume has mounted to a terrific sum.

The pupils in our school were determined to put out a yearbook that surpassed those of previous years from the standpoint of size and pictures of the year's activities. They did not realize until bids were opened that it would cost them a great deal more than they had planned, and their treasury was very low. In previous years, advertising by local firms had met the cost of production; however, the staff did not care to forfeit five or six pages of their book to display advertising.

It was then that the idea of presenting an all-school carnival was brought up at one of the staff meetings. Plans were immediately begun. To expedite many of the administrative details of such an undertaking, the group enlisted the services of the principal as co-faculty adviser. They also appointed a boy and a girl as pupil chairman. This group, with the faculty adviser of the yearbook, formed the steering committee for the event.

Two months prior to the date of the carnival, planning was begun. A queen contest was planned, with the girl on the committee as chairman. The industrial-arts teacher was put in charge of setting up the booths on the gym floor. The boy on the committee was in charge of ticket sales, and the principal was in charge of prizes. The faculty adviser of the yearbook was general chairman of the carnival.

A program was planned for the night of the carnival. It was to be held before the "midway" was opened. Each ticket purchased for the program served as a vote for the queen candidate. Every class in the high school selected one candidate to compete for the final title. As an added feature, each candidate brought a cake, beautifully decorated, and it was auctioned in the midway. The price of the cake also

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Teacher Central High School

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gave votes to the candidate.

The program featured music by the pep band, a one-act play, a skit which featured the men on the faculty, and a style show with local businessmen in women's attire.

A white-elephant contest served as the greatest means of obtaining prizes, mostly for the fishpond. Competition was set up between classes. Attics, basements, and closets were ransacked for odds and ends which could be suitable prizes. The class bringing the most prizes received a free movie one afternoon during school time. Other prizes were donated by business men in the community. An automobile tire served as door prize, and tickets for dinners, automobile grease jobs, permanent waves, groceries, and innumerable other things were given to the school. Many of these prizes were given away at the bingo stand. These donations were picked up during the week preceding the carnival by a team of boys going out with pick-up trucks.

Each class and each school organization in the high school was responsible for running one booth. The assignment as to the type of booth and space on the floor was made by the carnival committee. The organization was responsible for publicizing and decorating its own booth.

General publicity of the carnival was made through newspapers, posters made by art classes, and form letters sent to all businessmen.

The night of the big all-school carnival brought a capacity crowd to the auditorium. It was so huge that many people had to stand while watching the program. Old people and youngsters for miles around came to enjoy themselves.

When any school event is over, there seems to be a group who gather around to evaluate the results. While the underlying goal of the carnival was to pay for the yearbook, which it helped materially to do, there were several other objectives in the minds of the faculty members. Foremost was the fact that many parents were in

the school for the first time. It was a start toward building community interest in the school and its activities—an interest which had been definitely lacking in that area. Secondly, it gave the teacher the opportunity to meet and talk with parents of the pupils—an opportunity which came rarely in a wide-spread school district. Thirdly, it gave the pupils an experience in produc-

ing an activity which built appreciation of their copy of the yearbook because they had *worked* for it. Perhaps this was the most important outcome of the entire event. Too often today, our young people are merely handed something they want without any effort on their part. The result is pupils who are ready to *take* but never ready to *give* in order to build a better school and better school activities.

Gaveliers

WHEN one of the faculty members of Hinds Junior College had become one of the charter members of the Mississippi Division of the National Association of Parliamentarians, she offered an opportunity to students to form a club for the study of parliamentary procedure. Eleven students responded. Their first project was to form a constitution as outlined in *ROBERT'S RULES OF ORDER, REVISED*. In this study they learned that they must name the club. Each member was asked to offer a name, and of those suggested, the *GAVELIERS* was accepted and officially adopted in the constitution. Officers were properly elected and learned their main duties. The club met once a week at the regular activity period.

In September the college offered a course in parliamentary procedure for nine weeks, giving one hour's credit. All of those who took the work for credit became members of the club. Again there were eleven members.

This group was invited to present a skit at the State Convention of the Mississippi Parliamentarians held in Jackson, and spent the major part of their efforts on the production of the skit. Because the skit was to be given before a mature group, it could not be too elementary. The *GAVELIERS* decided to deal with elections and amendments mostly. They used fictitious names, did some things properly, and made mistakes purposely. The chairman cor-

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rected some of these as they occurred and purposely overlooked others. At the end, the chairman called on his parliamentarian to comment on the proceedings. The parliamentarian rose and told what should have been done, and the meeting was properly adjourned. The skit was later published in the *Mississippi Educational Advance* (January, 1950).

The present class is working on by-laws and will probably complete a set to go with the constitution. They are also writing to the president of the sophomore class of each of the Mississippi junior colleges to see how many of these schools have parliamentary procedure clubs or would be interested in forming such a club. They hope eventually to have a state organization for students. In time this might develop into a national student organization.



Hinds Junior College Gaveliers with Their Sponsor

A Student Council Studies Proms

IN the autumn of 1949 the junior class of Milford Township High School found itself facing a delicate problem. In the early stages of planning the annual spring prom at which the seniors in this school have for many years been entertained by the juniors, the class of 1951 planned to make some changes in the traditional features of this spring dance. Some of the seniors promptly threatened to boycott the affair if it was to be less elaborate than the one they had sponsored the previous year. The junior class was partially divided on the issue.

At this point the student council, recognizing a problem that went across class lines and one which no other school organization had machinery to handle, took up consideration of the problem with the active consent of its junior members. They quickly realized that they had insufficient information to propose a solution and, as they turned to consideration of ways to find information on this subject, decided upon seeking information from other schools.

They decided to send a questionnaire to the student council president in a number of selected high schools. The Milford student council discussed the kinds of information that were needed, and President Robert Jorgenson appointed a committee composed of one member from each of the freshman, sophomore, junior, and senior classes, under the chairmanship of the senior member, David Ritenour, to draw up the questionnaire. This questionnaire was then mailed to sixty-six Illinois high schools selected for their enrollment size. Twenty-three schools responded. Their enrollments range from 93 to 221 and bracket the enrollment at Milford—144.

The questionnaire revealed that 18 of these schools have proms, while all but one of the others has a banquet. In 20 of the schools, the affair is sponsored by the junior class. The juniors and seniors attend and in 11 schools they are permitted to bring guests. Most schools invite the faculty, some including wives or husbands of the faculty members. A few invite the board of education.

In a majority of the schools, there is no charge for those attending, although about one-third charge the personal guests of

ROY C. TURNBAUGH

*Principal, Township High School
Milford, Illinois*

juniors and seniors, where these are permitted. Of the 18 schools where there is a prom, 14 plan the affair as a dinner dance.

Thirteen of the schools hold their dance in the school gymnasium, two in the assembly or study hall, the remainder in rented hotel dining rooms or private clubs. Nearly all decorate the place used for the dance, but some spend as little as ten dollars, and one as much as \$150. Eleven spend between thirty and one hundred dollars.

Three methods of preparing the meal emerge. Sometimes it is prepared by a school organization—junior class members, sophomore class, FHA; sometimes it is prepared by a parents organization, and where the facilities of a hotel or club are used the employees of this establishment do the work.

The total cost of the function is reported as varying from one hundred to four hundred dollars, but here the difference in school enrollment must be kept in mind. One school group spends 100, one 125, one 144, five 150, two 175, two 200, one 235, two 260, three 300, one 350, one 375, and one 400.

Among other problems presented by proms, there was a dearth of ideas as to how to keep those who attend there for the entire evening rather than to furnish a starting point for private parties. Few ideas were turned up to help deal with the problem of those who do not dance. Most student councils said they had no problem of student drinking, but some reported strict rules against leaving the immediate premises and then returning.

As a result of their survey, the Milford student council has been able to report its findings to the junior and senior classes, and a wholesome effect on student attitudes has been observed as the result of students' viewing the problem in a broader and more objective light. At no time did the student council consider doing anything other than study and report, for they wanted to preserve the traditional status of the junior class as the planning and sponsoring organization for the prom.

Care and Treatment of Student Councils

STUDENT self-government, generally by a student council, has become a popular and standard extra-curricular activity in most American secondary schools and is rapidly infiltrating the elementary field as well. As with most additions to the American school curriculum, it has tended to become standardized. The student council usually takes the form of a representative student group with delegates attending from various classrooms, study halls, and perhaps certain recognized school organizations. The council patterns itself after typically American governmental institutions and invariably has a constitution, elected officers, and attempts to function in a democratic manner. The council offers a sounding board for student opinion, provides an excellent medium for school-wide dissemination of information, promotes citizenship, gives realistic practice and experience in democracy in action, and, *properly treated*, provides the school administration with an invaluable partner in determining school policies and procedures.

It is with the words "properly treated" above that this article is primarily concerned. While it is true that the seed of the student self-government idea must be carefully planted, the nurture and cultivation is subsequently of great importance, too. It is not in the conception or form that the inherent weakness of the student council idea lies, but rather in the way in which the organization is too often used.

It is relatively easy to set up an attractive list of objectives for an activity such as a student council. An alert or ambitious teacher or administrator can even guide the students into developing a set of aims which he himself has really pre-determined. The organization of the council can be window-dressed in the extreme. The constitution can be developed at great length and in much detail, and to make it really impressive, it can be printed in booklet form and an engrossed and illuminated copy hung on the council meeting-room wall. The council chamber itself (if the school is sufficiently interested and the means are available) can be made into a school showplace. Meetings, run on a strictly parliamentary basis, can be business-like and impressive in the extreme, and to assure that they are really superior,

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only the "better" students may be certified for election to the council. Obstacles to the smooth functioning of the council can be eliminated by an alert sponsor who provides a full agenda for all meetings, making certain that it has prior approval of his superiors and that only "safe" subjects come up for discussion or treatment.

The above outline of the operation of a student council unfortunately fits many of those presently in existence with the exception, of course, of the type in which neither members nor sponsor evince any interest in its functioning, and a complete feeling of ennui is shown with regard to all activities undertaken because all know that the council is an impotent force in the school situation.

There is reason to believe, however, that a student council properly nurtured and given *real* powers and privileges can become an important factor in the administration of a school. The balance of this article concerns itself with some ideas on how such a council may be constituted, what objectives it may seek to carry out, what obstacles it may reasonably expect to have to overcome, and—finally—the importance of the role of the sponsor.

OBJECTIVES

It would certainly seem that the prime objective of any student council should be to encourage young people to understand and to gain experience in the workings of democracy. A good student council should develop faith in the ability of democratic practices to solve social problems.

A second objective of a student council should be to develop within the student body the ability to face up to one's own problems and attempt to arrive at workable solutions. Problem solving by students not only means mastering techniques but also some assurance of success by tackling meaningful problems within their field of interest. These must be problems they are capable of solving and ones to which they will then have an opportunity to apply their solutions.

Since a good student council offers the ideal situation for a meeting of the minds

of students, faculty, and administration, it should aim to provide for the adapting or adjusting of the students to the school and the school to the students. It should have considerable socializing influence on faculty and students alike.

The council should be concerned with community relationships. The students of today are the parents (and taxpayers) of tomorrow just as their parents in turn were the students of yesterday. The public relations objective, and potential, should not be minimized.

The student council should promote good human relations. This is, of course, in line with the first objective: "understanding the workings of democracy"—but in the school situation it should probably rate special emphasis. This aim must certainly be *practiced* in the council itself.

The council should try to improve the school. If each succeeding student council makes only *one* small improvement in the total school, the accumulated gain over a period of years will be great, and the benefits of growing success—in terms of council prestige and satisfaction—great, too.

The council should aim to develop leadership. It must provide full play for the leadership abilities and inclinations of the members of the student body.

The council should set by code and precept a moral tone for the school. It is only through government of, by, and for the pupils (aided generally by discreet and sympathetic guidance) that the processes and traditions of effective group relations—so vital to the smooth functioning and effective working of the school—are established.

Finally—it should be the aim of the council and all concerned with its success, to make it as integral and necessary a part of the school as the academic program or the athletic organization. Only then will it get the recognition that is essential if the other aims are to be carried out with any hope for success.

ORGANIZATION

The organization of the student council should fit the needs of the school. It should achieve reality within the minds of the students. Its organization should neither be too simple for them nor too complex. In general, the plan of organization should come from the ideas and desires of the students, and it should provide sufficient flexibility to allow for their growth and maturation and for changes in the school

situation or community environment. Many a high school that had a successful student council in 1930 or 1940 has a lethargic one today under the same sponsor and constitution. To all who will listen to him, the sponsor will mournfully complain that "students aren't what they used to be." They aren't! Time and radio, a world war and television, atomic fission and the comic book have taken their toll. Young people *are* different—but the change hasn't necessarily been for the worse. Unfortunately, too many student council constitutions and sponsors haven't changed. They are still the 1930 or 1940 models and perhaps not ideally suited to the 1950s. Elasticity or flexibility in the student council organization is very important.

An emphasis on *reality* in organization is important, too. No intelligent student is going to be fooled about the actual limits of the powers of the student council. It can be no more *real* than the powers and duties that are delegated to it by higher school authority. The organizational chart should very clearly outline these limits of authority and the organizational set-up should be designed with these limits in mind. A student council that is merely a sounding board for higher adult authority is misnamed and probably every young person in the school (and some of the teachers) realize it. On the other hand, a student council that is a real partner in solving school problems and determining school policy can be a stimulating and challenging institution. The *reality* of the situation is important.

The organization should fit the needs of the school. If the school is itself organized in a traditional, autocratic manner, the establishment of a democratic student council—with the accompanying and inevitable, frustrations—may be dangerous not only to the school organization but to the students (and their belief in democracy) as well. If the school is set up on a homeroom plan, the selection of delegates to the council should follow this plan. Other types of school organization call for various changes in student council organization. In a general way it can be said that the organization of the council should be as democratic as possible but it should not depart too far from the accepted organization of the school. If, through fortunate circumstance and leadership, it can grow in democratic practice

and then proceed to pull the school along with it, a decidedly desirable level of accomplishment will be reached.

OBSTACLES OR DANGERS

Several possible obstacles or dangers to the smooth functioning of the student council have already been touched upon. Failure to challenge the students with worthy aims or to provide them with an organization that is *real*, or fitted to school needs, or sufficiently flexible to change with personalities or the times, is to invite trouble and probable failure. The path to student council success is beset by other dangers and pitfalls, too.

Time is of the essence here as well as in most other human endeavors. There is never enough time in school when students are really interested in what they are doing and expect to accomplish something. This is as true of student council endeavors as it is of English composition or mathematical calculation. When council participation is limited to one period a week, little that is interesting or challenging can be accomplished, and the council is in danger of degenerating into a forty-minute debating society. If the student council is a worthy activity, it is worth giving time to. As pointed out in the final objective, the council must be an integral part of the school—not just a superimposed activity. As an integral part of the curriculum it must be given its full allotment of time.

Although mentioned before, another real danger to student council success must be mentioned here. Few councils that function on a system imposed by faculty or administration achieve satisfactory results. The need for the council and the form it takes must be a reflection of the desires of the student body. This does not rule out the importance of an interested and sympathetic attitude toward the council and its work on the part of administration and faculty. Lacking this, the failure of the council is certain.

There is a danger, too, in the tendency of many high school faculty members to underestimate the ability and willingness of adolescents to tackle problems and assume responsibility. Frequently this results in relegating only minor problems to the student council, with consequent loss of council interest and prestige.

There is danger in imposing too many rules on the conduct of the council. Parliamentary procedure is a fine and often

necessary aid in group relations, but young people have a strong tendency to cut corners and to use the most direct approach to their problems. Some reins are necessary, but they must not stifle the exuberance of youth. "Red tape" is for the adult world and protects the status quo. That which represents security and comfort to the adult is often merely frustration to the young.

There is danger in levity. Young people *want* to be taken seriously by adults. The student council must be *real* and it must be serious. If council members are regularly held up to ridicule only the very brave, or the very stupid, will consent to belong.

There is danger in restricting membership in the council to certain "qualified" students. It can be seriously questioned whether scholarship is a criterion of a good council member. When have adult voters ever questioned the IQ or scholastic record of their congressmen? Adults elect men to office who *seek* the office and convince them by one means or another that they should have their votes. Why not provide training in practical democracy by electing student council members in somewhat similar manner? Perhaps a higher quality of real student leadership would result.

THE ROLE OF THE SPONSOR

Because of its nature as a school organization, the student council must have an adult, faculty sponsor. This is important and desirable. The success of the council will in large part depend upon the qualities this sponsor brings to his work. In the final analysis these qualities of the ideal sponsor are probably in no way different from the qualities of the ideal teacher. He should be sincere, interested, energetic, personable, able to get along well with students and faculty, and above all—endowed with a sense of humor and a deep well of patience and sympathetic understanding.

Ideally the selection of the sponsor should lie with the student council, since the members will have to work through and with him. Actually, however, the selection generally lies with the principal to whom the sponsor is ultimately responsible. This situation offers no dangers if the principal makes a real effort to see that his choice is really acceptable to the members of the council as well. It is where the administrator selects a sponsor of the rubber stamp type, or one completely dis-

interested that council failure is more likely to result.

The sponsor is the liaison person between faculty, administration, and student personnel on the council. He is the council's resource person. He must be prepared to render guidance service, for his is the continuing experience through which the present council leans on the experience of past councils and passes on their successes and mistakes to councils yet to come. He is as much a part of the constitution as the printed rules.

The specific duties of the sponsor will vary with the school and with shifts and changes within the school. Like the council itself, he must be prepared, and able to grow with the group and meet the challenge of changing conditions.

Sponsoring a student council entails

considerable responsibility, yet the rewards of successful sponsorship in terms of a feeling of having carried out the aims of the council through working with and for the students involved, are meaningful and satisfying to one earnestly interested in teaching. This is especially true where the sponsor is interested in working in fields other than straight subject-matter mastery.

Many schools today regard the student council as the heart of school citizenship training. With the present emphasis upon this type of training, the work of the council assumes increasing importance and the place of the teacher-sponsor takes on new prestige—and greater responsibility to develop successfully this phase of American education through student council sponsorship and participation.

Should the School Newspaper Have a Censor?

TWO classroom teachers have asked me recently why I, as publications adviser, did not censor something that went into the paper. It becomes even more disconcerting when students look upon me as the lord over what gets published in the paper.

The dramatics teacher came to the publications office one day to ask why she hadn't been consulted before the printing of a certain editorial.

"Did you read it before it went in?" she asked.

"Yes, I read it. I read everything that goes into the school paper."

"Then why did you assign them an editorial like that?"

To answer her question required about five minutes, but she apparently was satisfied when she left. I told her that the publications adviser did not assign the editorial. Nor did he suggest it. A boy named Bill just wrote it that way because Bill felt that way about things.

The editorial actually hurt nobody. It advocated having a senior play, which our school has not had for several years. The speech teacher objected to it at first because it seemed like an attack on her security. She seemed relieved to hear that the editorial had originated entirely among

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students.

Many advisers are handicapped by the traditional belief that they are supposed to censor, to correct, and to dictate policy. If the rest of the faculty has the notion that the paper reflects the policy—even the politics—of the adviser, then the easiest way out is to kill out anything that might even slightly perturb a teacher.

If we do that, we might as well kill out the paper. *The student newspaper must not be for teachers.*

What actually happened, in the case of the school play editorial, was this: The adviser read it, beamed, and sent it on to the printers, changing not a word. Here was student initiative, student opinion. Here was the democratic expression that makes a school newspaper respected by the school community as *their* paper.

On another occasion the staff photographer took a picture of a junk pile in the school patio. The junk had been there for months and apparently was still accumulating wastes from the auto mechanics classes. The picture was explosive and I

knew it, but I couldn't justify keeping it out of the school paper. The patio was cleared of the rubbish the day after the picture was published.

"Brewer, I thought you were my friend," said the auto mechanics teacher upon seeing me in the hall. Once again I had to explain why I didn't censor material from the school paper.

"The students wanted the patio cleared and so they took a picture of it," I told him. "As adviser of the school paper, I don't think I should block sincere efforts to improve the school."

Both teachers mentioned in this article are doing their jobs well and remain as the best of friends with the writer. Their remarks are cited because in both cases the teachers looked upon the publications adviser as the censor. We need to impress upon teachers that the student newspaper must be a student product, and that teachers must not feel they are targets when something is written concerning their departments. No teacher should expect the right to read everything that goes into the school paper, no more than the mayor or city councilman can demand to see everything written about them in the downtown paper. Nevertheless, the paper sponsor must never permit student writers to make abusive, personal attacks on anybody—whether faculty, student, or outsider. The maximum freedom possible should be left staff members to make legitimate criticisms through the school press.

If censorship ever becomes necessary, the adviser should see that it is accomplished as subtly as possible. By using what might be called a roundabout method, the sponsor rarely has to censor anything. The students themselves do it whenever it is done. This method is as follows:

(1) *Teach citizenship in the school community.* In the Journalism class lectures, inspire in the students a feeling of love for, and responsibility for, the school.

(2) *Invest authority only in those students whose school citizenship is unquestioned.* If editors are carefully chosen,

90% of the censorship problem will be licked.

(3) *Turn the complete paper over to the students.* If they know it is their paper, they are likely to take pride in making it a good one and themselves censor anything really objectionable. The adviser should advise only and make suggestions.

(4) *Call objectionable material to editor's attention.* Don't say it is objectionable, but just point out the possible implications and ask politely, "Is this the way you want this to go in?" Nine times out of ten, when students feel that they have the final word, they will take the same action as the adviser and edit out objectionable material. If, however, they know that the adviser has the final word, there are those who play the challenging game of trying to get things "through the censor."

(5) *Finally, when necessary, let the story be crowded out.* If well-chosen editors have passed a story, and if they fail to edit out objectionable material even when it is brought politely to their attention, of course the adviser must act. In this rare situation I find it much easier on the students and less embarrassing to let the story go on to the printers. Inevitably a lot of stories are going to be crowded out in the making-up process. It happens every week, so when the adviser purposely lets another get crowded out, the chances are that no student will ever suspect that the story was "censored".

The school newspaper, to be an effective, democratic voice of the students, must be freed from faculty domination. The

(Please turn to page 271)



Uncensored, this picture made news

Boast About Your School

OF all the elementary school assemblies presented during the school year, there is none that means more than the one given by the oldest group, the 6A, on the eve of their entering the nearby junior high school.

The theme is not lightly to be decided upon. The silent question of every 6A in September or February is, "What shall we have for *our* program?" They have seen the last one; they liked it; now it is their turn. The theme is usually patriotic, civic, or world-wide in its content. In some of our assemblies, we told of our hobbies, our ambitions; once we re-enacted an important historical event in our city's history; once we canvassed our neighborhood for places which would help us enjoy our vacation. But each time, each class has to select a theme.

When the auditorium teacher and class meet for the first time, the teacher asks, "Have you thought about your assembly?" Usually there is silence; that is to be expected. Neither teacher nor pupils are sure, but certain basic principles have been established, and these are our guides; nobody repeats the same program or the same idea; each program is entirely new in theme and viewpoint; everybody contributes an idea and does not pout if it is not accepted. Everybody must be ready to accept correction and changes if necessary.

After the initial question the topic is dropped, but we are on the alert, we listen, we read, and we think. Some time later the teacher might have an idea. He presents it and immediately there are comments and other contributions. It does not matter if the reaction is negative; sometimes the class starts with one idea, talks about it, starts something else, and goes back to the first one.

Finally someone in the class asked, "What do we know about our school building? How old is it? Is it outstanding in any way? What does it cost to build a building like ours? What are some beautiful things in our school? What about our doorways?" (The two entrances in our school are unique in the reproductions in stone of a medieval church door, stone sculpturing of animals and children's heads.) What new books are in our libraries? Would parents and other children

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like to know about our school?" This was the theme then of the latest class.

Everybody got busy. The custodian told about the marble in the halls, the size of the rooms, the amount of coal used for heating, the type of glass used, the seating capacity of the auditorium and other important facts. The office clerk told about the new books that were received, the librarian told about books in the library, the principal found the information on the history of the school.

Since the information was so factual, the teacher suggested that it be given in radio form, with a make-believe microphone, and an announcer, assistants, and that there be some jolly talk about the school; it was to appear very informal and natural. The curtain opened on the class shouting, "Rah, rah, rah, Madison." The announcer then came forward and said, "Can you hear them? When you say Madison, they have to cheer. We must begin quickly or they will never sit still." He had hardly finished when one student jumped up and offered to tell some facts about the school. This one was hardly squelched when another jumped up and started his talk; in mock desperation, he promised everyone a chance, if each would sit down and talk in turn. The class answered with a cheer. Thus the program started.

The speeches were short, lively, and full of interesting details. The audience was told about the fine marble, the plate-glass, the good woods used in the furniture, and many other details which presented the school in an altogether new view. They learned that the school was worth about one-half million dollars; they were told about the acoustic ceiling in various rooms, of the stained glass windows in the kindergarten, of the lovely plaques hanging in the halls, of the pictures in the rooms. One student told about the new visual aid material in the building, and another told about the new readers which the school had lately received. They told about the various subjects taught in the school; they laughed about the roaming decimal point, the fun of handwork in the

manual training class, the joy of reading beautiful books in the library, the pleasure of paint and crayon in the artroom, and the interesting experiments in the science room.

Some special visitors came in also. One was dressed as an old-fashioned teacher who frowned on the modern way of teaching gymnastics and countered with an example of the old stiff, rigid type. Pa Pitt came also—a boy with a cushion stuffed under his coat and wearing a wig. He told how cooperative the school was; he mentioned its contributions to the Community Fund, to the Red Cross, to the Overseas Relief Fund, to the Good Will Industry and to others. The program was varied by solos on various instruments and by songs sung by the whole group.

At the end, five pupils arose and asked

to be allowed to speak. When permission was given by the announcer, they thanked the principal for his guidance during their years at school; the teachers and the rest of the staff were also included; the parents as tax-payers were not omitted; and lastly they expressed their appreciation for their American citizenship, which gave them such a grand school and allowed them to get an education and grow toward the ideals of our forefathers. With this solemn and sincere ending, they called on the principal, who finished the assembly with a brief talk and the distribution of certificates.

The next 6A is already well started and already on the lookout for ideas for their final program. Of one thing they are sure—the last program was fine, but theirs will be better, for it will be very different and very, very new in theme.

Community-School Camping--- a New Frontier in Education

BOYS and girls in some American schools are now able to enjoy the out-of-doors without skipping school! It has long been known that the human organism learns best by doing, and many of the essential learning experiences can best take place outside the classroom. Because the out-of-doors offers so many new and thrilling adventures for youth, camping is becoming an integral part of the curriculum in an ever increasing number of schools.

It is no mere accident that school camping has come into American education. Crowded cities, the rapid tempo of living, and our industrial society have created many problems in the growing-up process of boys and girls. Part of the surge for outdoor activities is undoubtedly due to a basic human need and desire to return to the land—again to find satisfaction in simple living—to have roots in the soil!

MICHIGAN'S PROGRAM

There are now more than fifty schools, secondary and elementary, in Michigan that provide some camping experience as a part of the school program. Similar programs are developing in other states. Education in the out-of-doors takes many forms, varying from occasional trips to

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camping periods of one or more weeks for boys and girls and their teachers. Community school camping, as it is now developing and as described in this article, is an extension of the school into the out-of-doors. Students and their teachers go to camp for periods of one week or more to participate in direct learning experiences that cannot be carried on in the classroom. The instruction is provided by boards of education, and the cost of food and maintenance is assumed by the home. Many local and state agencies cooperate in supplying necessary facilities and leaders. Most of the school camping in Michigan is on school time and conducted during the regular school year. However, an increasing number of schools and community agencies are providing camping as an activity during the summer months.

School camping differs from private and public agency camping largely in the scope and variety of the program. The

learning activities in school camps supplement many of the classroom learnings by providing "doing" activities that are unique in the camp environment. The school camp is a youth community where boys and girls and their teachers share in the planning and carrying out of the projects and activities. Many of these experiences are possible only in the camp.

SCHOOL IN THE WOODS

Encamped in the forests, on mountains, on plains, and by lakes and streams, the modern Paul Bunyans and young Tom Sawyers experience thrilling adventures. These are the new frontiers in education. They live on a "round-the-clock" basis. They experience democratic living by planning their own activities, making choices, and assuming full responsibility along with their teachers. They are members of the camp community living under healthful conditions with an abundance of fresh air and sunshine. They help prepare and serve wholesome food and keep the camp a healthful and sanitary place to live. The young campers engage in purposeful work activities to improve the camp area and help conserve natural resources of the community and state. Some of these activities include planting trees, correcting soil erosion, building trails, erecting buildings, improvement of game and fish habitat, timber management, improvement of state parks, and a variety of other conservation-centered projects. Youth become junior partners in community improvement. New applications are found for science and the arts in this experiential curriculum. Recreational living is enriched by new activities and skills such as camping, hiking, cook-outs, skating, skiing, hunting, fishing, and countless others that are often overlooked in the school curriculum. In short, these young citizens engage in activities for their own better living.

Community school camping is one natural way to achieve a child-centered school. Like other frontiers in education, camping has come into the formal school program, first as an extra-curricular activity and now becoming an integral part of the community school program.

TEAM WORK

One of the most sensational developments in Michigan has been in camping for high school youth; when in two years' time nearly fifty schools now have programs underway. At the state level, the

Department of Public Instruction and the Michigan Department of Conservation, along with other agencies, have joined in the uniting of the state's greatest assets—youth and natural resources. State Parks, public recreation areas, and group camps are available to schools and are now being used extensively. The W. K. Kellogg Foundation has assisted in the program in providing funds for in-service training of teachers who participate in the new camping program.

PUBLIC INTEREST

The public is ready for this new venture in education. Parents are enthusiastic about the camping program. The colleges, health departments, and many local and state agencies have joined as a team to assist local schools in developing programs. The Michigan Legislature recognized the program first in 1945 by passing an act enabling school districts to acquire camps and operate them as a part of the regular program of the school. In 1949, some funds were set aside in the state's school aid bill to stimulate new programs. School camping has already been acclaimed by educational leaders nationally as a partial answer to the problems of youth, the wise use and conservation of natural resources, and in the vitalizing of educational content and method.

America has millions of acres of public lands that are available for new experiences for more than thirty million youth. The community school can thus provide some of the needs of our youth through camping. Experience to date indicates that local communities can develop programs that would attain the objectives of the former CCC and NYA, and in addition, meet other needs of youth.

Every school can initiate some kind of a program of camping and outdoor education. A study of the present curriculum will indicate certain experiences that can best take place in the out-of-doors. A survey of the community will show that there are some lands and facilities that can be used. Committees made up of school administrators, teachers, students, and parents can plan a pilot project. State departments of education, conservation parks, and many local agencies and organizations are ready to help. All the forces can be mobilized into a plan of action. The land needs youth. Youth needs the land.

Let's go camping!

A Point System Is Worthwhile

PPOINT systems are frequently merely "something to have", an addition to the total of the accomplishments of the school. Unless a really worthwhile purpose is served, however, it is questionable whether any real value is derived other than giving a council work to do.

Ours developed out of a wish to increase the 44% participation in activities in the school, one which is close to an average throughout the country. While students could be "required" to take part in them, we rejected the idea. We agreed wholeheartedly that if extra-curricular activities are integral parts of the school system and worthy of a place in the crowded schedule of the modern school, then they in themselves will attract the interest of the student body. Our viewpoint was, however, that many of these, while contributing to the rounding-out of the student mentally and physically, may be shunned because they have been unfamiliar to the student—new to him or failing to meet his needs. Ways had to be found to overcome these difficulties.

Since the "required" solution was rejected, this left only three alternatives: (1) increasing the variety and quality of activities; (2) publicizing the activities; (3) increasing the attractiveness by increasing the rewards offered for participation.

Each of these alternatives was attacked in turn. An extensive and varied program was set up in the junior high school. Additions were made to the high school offerings. Intra-mural athletics were also greatly expanded, taxing to the utmost the capacity of the gymnasium and athletic field before and after school. Each club also put on an extensive publicity campaign, using bulletin boards, daily bulletins and posters, further increasing the number of existing organizations.

This left increasing of rewards as the only step left. The Student Council and Activity Council felt that point system awards should be offered to all who might engage in activities. Six purposes were therefore set up for the system: (1) to stimulate the interest of students in extra-curricular activities; (2) to develop high standards of attainment in extra-curricular activities; (3) to present awards for

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points earned, particularly in school activities; (4) to distribute the opportunities of students participating in activities; (5) to prevent excessive participation by individual students; and (6) to give guidance to pupils in their choice among the opportunities offered.

The points were then tentatively drawn up by the Activity Committee of the faculty, submitted to the Council meeting as a whole for approval and change, and then to the Activity Period Congress, made up of faculty sponsors and officers of all organizations of the school. Several criteria were considered: (1) account was taken of the fact that students might receive other awards in such activities as athletics, band, etc. and points drawn up for each activity accordingly—also that school credit was given in band and journalism; (2) the time spent by the student on his own initiative during activity periods, in study periods, or before and after school was taken as another basis; (3) a standard was set up by starting with the "major" offices in terms of effort and responsibility and setting other points in reference to these numbers.

The resulting system was presented to the student body through homeroom representatives, and a list was posted conspicuously in each homeroom. Several feature articles were published in the school newspaper. Through this advertising a widespread interest developed in the point system. The awards offered were a certificate upon completion of 60 points; a gold activities pin on the completion of 85 points; and a \$100 scholarship to the member of the Senior Class with the highest number of points, coupled with high scholastic standing. The latter award winner was selected by the faculty from a list submitted by the Point System Committee and based on the three criteria: (1) total points earned, (2) scholarship standing, and (3) total contribution to the school.

To record the points, cards were printed listing the activity, dates in which engaged, signature of sponsor, and a place for the recording of the total points. These

were passed out through the homeroom representatives to each student who was engaged in extra-curricular activities. Each card was completed by the student and signed by the teachers sponsoring the activities, then collected and checked by the homeroom representatives. After being collected they were checked and filed alphabetically according to homerooms by the Point System Committee, at the end of each semester. At the end of the second semester a summary was made of the points recorded, and an assembly held to honor all members receiving awards. The scholarship was awarded at the commencement exercises.

A result of the increase in the number of activities, in advertising, and in the adoption of the point system, has been a rise to 66% in the number participating. The per cent of this increase due to the point system will have to remain unknown, unfortunately, since it was combined with other factors. Other purposes of the point system, though not considered part of the original plan, have definitely been accomplished.

(1) Overparticipation has been reduced. Too many of our officers were also officers or members of other groups. This resulted in their failure to perform satisfactorily, because of overwork. It also limited opportunities for a greater number of students to become leaders. To eliminate this through a point system would have caused the system to become so intricate that its operation would have become impossible. The difficulty was overcome by the arrangement of scheduled activities. All groups such as the student government organization, yearbook staff and clubs met during the same weekly activity period. This prevented some over-participation. Officers of major student government groups are already prevented from holding office in any other school organizations by constitutional provision, thus preventing them from becoming officers of class organizations.

(2) A high standard of attainment is upheld in extra-curricular activities. If the teacher is not satisfied with the work done he may refuse to sign the card.

(3) More students may participate because the student may be in only one activity during the Activity Period.

(4) Each outstanding person in activities has his day in the sun as the award is presented, and also a record of his accom-

plishments is available.

(5) Because of the study attendant to the establishment of the point system, the inadequacies of the former existing activities have become apparent, resulting in further improvement in the offerings.

(6) Greater publicity is offered to all activities.

(7) The Point System cards have become valuable additions to the school records, since they list in detail information not available on permanent records. These are particularly valuable for college preparatory students and to future employers.

One result, however, cannot be overlooked. While the preliminary draft was made by the Activities Committee, it resulted in a school-wide activity, bringing about participation by the faculty sponsors, council and the entire student body. Any activity bringing this about is worthwhile for that one outcome alone.

When you start your point system, do not be discouraged by the difficulties involved. It will take time and will involve many changes during the first few years of its operation in order to meet your aims, balance the points, and keep everyone satisfied, but it is worth the effort.

School-Made Slides and Filmstrips

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HAVE you thought of the possibilities of making filmstrips and 2 in. x 2 in. slides to fit the needs of your school? There are many instances where these aides for the visual education program can be made easily and inexpensively with a 35 mm. camera. For example, shop safety rules can be stressed by showing the proper and wrong ways to handle tools. As most of the shop jobs are taken home by the student, the industrial arts teacher can have a filmstrip made to show future classes of some of the job possibilities.

Local geography offers many possibilities. Farming, transportation and industries of the area can be shown on a series of 2 in. x 2 in. slides. Timely slides can be made to supplement flash-cards in the lower grades or in remedial reading classes. Science clubs or classes can take pictures of flowers, plants, and trees of

the area. The social studies department can make a series of slides on historical scenes of the community or state.

In the secondary school, general science teachers can make a series of helpful diagrams of the constellations and solar system with drawings of the star formations on white oak tag with India ink. When photographed and developed, the white oak tag will appear ~~any black~~ and the stars white. Step by step procedures in chemistry, biology and physics experiments can be shown on school-made filmstrips.

The guidance counselor, who must provide space for the cumulative record cards, has an excellent space saver with a 35 mm. camera. With a special attachment for the camera, it is possible to photograph the important information on these cards. By keeping these records on 35 mm. film in cans, it is possible to eliminate the large record cabinets for the seldom-used-after-graduation cards, ready for projection on the screen when needed.

School-made filmstrips and 2 in. x 2 in. slides can be made by using most of the 35 mm. cameras on the market today. These are equipped to take the double frame size. The camera should have a good lens, with a diaphragm that is adjustable from a small opening of f:16 to an f:3.5 opening as its largest. The shutter speed should permit pictures to be taken at speeds from 1/25 sec. to 1/200 sec. and have attachments for time exposure and flash photography. The camera should be equipped with a self-focusing lens that permits the taking of pictures from two feet to infinity.

School made 2 in. by 2 in. slides and filmstrips can be made with colored or black and white film. Most camera fans are familiar with 35 mm. Ansco and Kodachrome colored film. Both are manufactured in two types: one for taking pictures indoors with artificial lights and the other for taking pictures outdoors. The film is processed by the manufacturer and is returned in strips or bound in cardboard readymounts as requested by the sender.

Black and white filmstrips can be made two ways. One is to take pictures with the familiar Plus-X or Super-XX film. Then, by using 35 mm. positive film, filmstrips or film that can be cut and mounted as 2 in. by 2 in. slides can be made by using a small box-printer and developing the positive film in the same manner as used to print pictures.

The other way is to take the pictures

on "direct positive" 35 mm. film. This film when developed, has the light objects appearing white or gray and is ready for immediate projection. From experience I have found the former method to be more practical as the speed of the Super-XX film offers many more picture-taking possibilities than does the slower "direct positive" film.

A school can provide itself with many filmstrips and 2 in. x 2 in. slides to meet its specific needs at a low cost. They will also increase the practical value of the school's visual-aids library. A club will get a lot of education by sponsoring this type of activity.

Activity Programs of Small Florida High Schools

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ARE small high schools offering their students a rich and varied activity program? If the extent to which they are developing activities as an integral phase of the daily program is a reliable index, the answer is overwhelmingly in the affirmative.

The writer has just completed a study of the activity programs of 112 of the smaller high schools of Florida. It included schools from 60 of the 67 counties.

According to 85 per cent of the principals, activities are considered an integral part of the curriculum. They are correlated with other phases of the curriculum and are planned for the year in accordance with the pupils' needs and interests. Students, teachers, and principal join hands in planning the program. Often the community participates.

Is this interest in and development of activities as a phase of the curriculum a new thing? This time, we answer in the negative. Three-fourths of the schools have had an activity program for the past several years, but the report gives evidence of increased interest in the program and of a definite upswing of expansion and strict correlation with the curriculum.

Variety of activities attests to the interest and planning of the faculties and
(Please turn to page 264)

Interscholastic Contests in Listening

INTERSCHOLASTIC contests in speaking and writing are numerous and widespread. Similar contests in silent reading and listening comprehension are non-existent. Why should this be true? Why should the expressive or exhibitionist communicative skills have become so firmly entrenched as a part of our extra-curricular battery of activities without a parallel development of the assimilative communicative skills of reading and listening? Surely the purely exhibitionist aspects of the expressive skills constitute no answer, for normally contests in speaking and writing are not good money-makers. Nor can it be argued that the expressive skills are more significant either quantitatively or qualitatively. Slightly more than 55 per cent of our waking hours which are spent in communication are devoted to the assimilative processes; and it has been variously estimated that from 90 per cent to 98 per cent of all that we learn in a lifetime is learned through either reading or listening. How then can our schools justify the omission of extra-curricular competition in reading-listening comprehension?

The time has come to give the introvert a chance to represent his school. Students who can listen more efficiently than others in their school population should be rewarded. Scholarships should go to the scholarly, and surely our most scholarly are now frequently being overlooked. In short, we need interscholastic competition in listening efficiency developed as league contests, county tournaments, and state-wide competitions. The time has come to temper a bit the glory earned by the speaker representing his school in declamation, dramatics, or debate, and to award some of this renown to the quiet, studious scholar whose achievements much more nearly reflect the fundamental purposes of public education.

The writer, in all seriousness, suggests that contests in listening ability ought to be held side by side with all speech festivals and contests. The administration of the listening contest would be a very simple matter. Three validated, item-analyzed, reliable tests of listening proficiency are now in use and would be available to any league or conference promoting a contest in listening. (These tests are being used at the University of Minnesota and

RALPH G. NICHOLS

*Chief, Division of Rhetoric
University of Minnesota
Department of Agriculture
St. Paul 1, Minn.*

could be easily obtained.) The suggested competition would be much less expensive than a speech contest for a local faculty member could administer the test used to select the school representatives; and a single referee could administer to the representatives of the various schools wherever they gather for competitive purposes the listening examinations used for interscholastic competition.

To begin with, the writer would recommend that competition in listening be so organized as to test the comprehension of orally presented informative or instructional material. But there is no necessity for confining interscholastic competition to listening comprehension alone. Tests of critical listening (evaluative judgment of persuasive materials presented orally) can be made available and could be used almost as effectively as the basis for competition. Silent reading rate and comprehension are readily computed. A score of standardized tests for this purpose are already on the market. And the materials and instruments necessary for organizing contests in appreciative listening (assimilation of any esthetic presentation gratifying to the senses) are just around the corner.

The directors of extra-curricular activities in our high schools must come alive to these new developments in education. Surely school administrators will see their importance. With every passing month more and more colleges and universities are measuring listening efficiency, just as they do reading proficiency at the college freshman level, and are providing training for those deficient in their listening performance. Extra-curricular competition in these assimilative learning processes would constitute some of the best training possible as preparation for college.

The day of glory for the introvert, the timid, the reticent, and the scholarly is at hand. What league, conference, county, or state will be the first in the nation to promote an interscholastic contest in listening comprehension?

ASSEMBLY PROGRAMS

for May

As the school year ends, many activities are culminated. Plans for summer vacations, for worthwhile recreation, and for the activities of the year to come are rapidly taking form for many. For all, a reminder of what has helped to form those plans is apropos. These last programs for assemblies should be an over-all picture of what has taken place, what is at hand to help make new plans function profitably, and what has been the basis of accomplishment for those that warrant special mention. Recreational facilities, scholarship awards, the feting of Senior talents, and a resume of student activities rank high as possibilities for these programs.

May 5—Recreation

As students anticipate the summer vacation, they are open to suggestions as to how to use their leisure time. A useful, workable recreation program in any town should be publicized at this time. The following program might well serve such a purpose:

Presentation of the flag.....students working for recreational project
Announcements

Your Recreation

The scene is the side of a woodshed. Bright yellow spot plays on a boy lounging on the ground against the shed. The boy, a teenager, is dressed in levis, old tennis shoes, no shirt. The upper part of his body is greasy. As he whittles away more or less carelessly, he pauses to apply more ointment to his shoulders, which are a little red. He becomes drowsy and finally falls asleep.

MUSIC

Spring music (off stage a record may be used to play a dreamy spring song) is heard.

(Music fades) (Enter an old man, bent, leaning on a gnarled cane. His clothing is fantastic, shoes of different colors, patched breeches, swallow-tailed coat, high hat, a gay scarf around his neck. He walks over to the boy and pokes him with his cane.)

BOY

Go away. I'm busy. (Drowsily)

MAN

You look sleepy to me. And is that any way for a boy to be when there are so many things to do during vacation?

IRENE GRAY

*Grand Junction High School
Grand Junction, Colo.*

BOY

Say, who are you?

MAN

I'm just an old man who wants you to have fun doing all the interesting things that have been planned for your benefit.

BOY

What interesting things? I thought when school was out I'd have a fine time, but everyone is gone. None of the boys are at home. I can't find a single guy to do anything with. And besides, if I could find somebody, what is there to do? This town is dead!

MAN

That's where you're wrong. Just watch. (In rapid succession come specimen acts in pantomime of each of the units of the recreational program. Each character moves robot-style. Each group is brought on stage with strains of "March of the Wooden Soldiers".

Life savers practice artificial respiration.

Tennis players bounce balls with rackets.

Baseball player tosses ball at a mat hanging on rear wall.

Afternoon activities in the parks are shown.

Groups are engaged in hobby activities—

metal work

leather tooling

kite making

art work

Substitute or add to these, according to the interests of the community. The possibilities are unlimited.

As the last of the parade of acts passes, the little man smiles and goes out slowly, as the dreamy theme comes up again. The boy is fast asleep. He rouses, rubs his eyes, gets up quickly, looks around, and the music changes to a lively spring song as the boy hurries out.)

MAN

(Who has reappeared at the microphone, which is placed well to one side of the acting area.) As with this boy who slept in the sun, there are many things for you to do. Yes, many things for you and you and you. A summer to be remembered is one that is full of activity,

profitable, busy activity—when one learns, when one develops physically. Take advantage of all that is available.

MUSIC UP

Such a skit may be "padded" with serious explanation of what is available and what the schedule of activities is.

May 12—Senior Slouch and O. & B. Day

For many years the seniors of this high school have summoned up all their original ideas to present in an assembly. A general theme is chosen, and the acts are as varied as the number of acts.

Here is a sample:

Theme: Entertainment for the chieftan of a tropical island.

Setting: Background, a canopied throne upon which sits a native ruler. He is attired in a grass skirt and is bedecked with jewelry and ornaments which show that there has been bartering with the sailors of a tramp steamer. The king and his attendants have all sorts of outlandish trinkets, which they display with pride. A small native boy fans the king with a huge ornate fan during the entire performance.

Music: Various of the popular selections which have given us mental pictures of island life are played throughout the program. The music forms a faint background during the entire program.

The narrator must be glib of tongue, since he must announce the acts from slips handed him just before the program, for plans are very secret and intend to surprise and delight the audience. He presents the acts to the haughty ruler, who shakes his head in disapproval or nods with pleasure, according to the way he receives the act. Suggestions for acts follow:

1. A group of girls representing characters from "The Wizard of Oz" wear costumes designed and made according to individual interpretations of the characters. These girls render a skit selected from the book represented.

2. A group costumed like characters from "Alice in Wonderland" give a depiction of that much-loved story.

3. A zombie hunted by a most realistic hunter.

4. Individual acts to demonstrate talent and accomplishment.

5. A Tiger (school insignia—paper-mache head, tan union suit, tail) As he appears, the school song played by the pep band, brings the audience to its feet. Singing may be led by the Tiger.

Let us remember here that this is about the time when the students gather at the athletic field for their annual field day, intramural competition.

May 19—Scholarship Awards

Scholarship awards are very much alike each year, but their significance and the honor attached to receiving them makes them a focal point of interest. As the close of school draws near, plans for the fall term of school are taking shape and may be culminated when those deserving students who are about to be graduated receive the official "go-ahead" signal for matriculation in the college who awards them scholarships. An increasing number of such scholarships are available, and an increasing number of students are becoming aware of the values offered.

To list examples of these scholarships would be superfluous. Let it be concluded in this program suggestion, that the principal of the high school making the awards usually is grateful for the opportunity to congratulate publicly these students and to stimulate interest along these lines in the underclassmen, who have time to work toward this end.

May 26—Farewell to Seniors

Let the last program in the school year be one that will be prominent in the memories of the graduates and give them a feeling of nostalgia as they remember the experiences which were theirs during the four years they were a part of the student body.

The following program should be planned well in advance and carefully rehearsed. The theme might well be planned around the motto and colors of the graduating class and sponsored by the sophomore class.

In order to find out which of the activities throughout the year were outstanding in the minds of all of the students, our high school proceeded as follows: The students were asked to fill out a questionnaire indicating what they regarded as the highlights of the school year. The tabulated results gave the planning committee a basis for selection.

SAMPLE OF THE QUESTIONNAIRE USED AT GRAND JUNCTION HIGH SCHOOL

WHAT HAS THIS SCHOOL YEAR MEANT TO YOU?

List the 3 events of this school year which you felt were outstanding. (Any type of activity which was a part of the school program may be considered.)

1.
Why was this event Number 1 in your estimation?
.....

2.
Why was this event second in importance to you?
.....

3.
This third event is on your list for what reason?
.....

What activities did you participate in during the year? Describe your part in these activities.
.....
.....

(Use the back side of the sheet if necessary.)

Signed

Working under the assumption that these opinions were representative, the committee organized the following program:

Presentation of the flag Officers of the Senior Class

Announcements

Program presided over by the student body vice-president, a Junior

Salute to the student body president for a job well done.

The usual points involved in paying tribute to a leader.

Skit: "Memoirs of a Senior" or "Scrapbook, 1949-50"

Scene: A large book forms the back of the stage. This book is the size of a large door. Two elves lift up the lower right hand corner, peek in, and proceed to open the cover which draws out the first scene. Succeeding pages reveal succeeding events, in order of preference as shown by the results of the questionnaire. As the last act closes, there is a fanfare and the march, "Pomp and Circumstance" is faintly heard. Two heralds enter through the page of the book, dressed in the colors of the seniors and are followed by students dressed in caps and gowns to represent outstanding seniors. As they proceed to the back of the auditorium, the music comes to a dramatic close.

So ends the school year. It was a successful one and much of the success of the activities program is due to the tireless efforts of the assembly committee, who has worked under the guidance of the student council.

Our Unwritten Code-- the Spirit of the Rules

STATE high school eligibility rules are specific in detailing the conditions under which pupils may qualify for inter-school activities—conditions which are common to all schools and all pupils. Over and above these requirements are a series of basic understandings which are

common to all well administered programs—understandings which have been accepted by school administrators in general and which are implied, though not possibly stated, in the rules. They are the unwritten laws and the accepted practices which govern inter-school relations and interscholastic eligibility. They are the fundamental ideals of sound educational institutions.

The rules may not state some of these fundamental principles but it is generally recognized that no public high school is justified in maintaining a program of inter-school activities unless they are followed. They are:

A strong, well balanced program of athletics is an integral aspect of every public high school. Over emphasis of athletics, or any part thereof, has no place or sound purpose in an educational institution.

Good citizenship must result from all coaching and from all inter-school competition. The education of the youth of the state fails unless it creates the proper ideals and attitudes both on and off the field.

The code of sportsmanship governs all school and individual relations. By mutual agreement the code has established the basic and fundamental principles for administration. The code forms the basis for many rules and regulations and governs the policies of the schools, the coaches, and the League.

The commercialization and exploitation of an athletic program or an athlete by the schools, the public, or a coach is contrary to the spirit and intent of the Constitution and educational ideals.

The solicitation of athletes is unethical and unprofessional. It destroys the amateur nature of athletics, tends to commercialize the individual and the program, promotes the use of athletic skill for gain, and takes an unfair and unjust advantage of competitors.

Yes, there are unwritten laws. They constitute the spirit of the rules. They are generally understood and adhered to by school officials. Violations are the exception, but they do occur and result from a technical observance of the wording of a rule and no consideration for the spirit and intent of the whole program.—Editorial in *Minnesota High School League Bulletin*

News Notes and Comments

A yardstick for this year's high school graduates to use in deciding whether to go to college is provided in an April American Magazine article by Clarence E. Lovejoy, a widely-known educational consultant.

A playwriting contest will be conducted by *PLAYS, The Drama Magazine for Young People*, to celebrate its tenth anniversary. Five hundred dollars in cash will be awarded for the best one-act plays suitable for production by young actors. The prize plays will be published in the magazine, which provides its subscribers with a wide variety of royalty-free dramatic material each month of the school year.

The contest closes July 1st, 1950, and is open to any resident of the United States. Any person interested in submitting plays should write for rules and further information to the Contest Editor, *PLAYS, The Drama Magazine for Young People*, 8 Arlington Street, Boston 16, Mass.

Alumni organizations should be promoted to help blend the school's past with its present. There are several excellent ways to stimulate alumni interest. Keeping a complete directory of all alumni, publishing an alumni Who's Who, circulating alumni bulletins and running articles about prominent alumni in the paper are several ways in which the alumni can keep in touch with the present student body.—Stewart H. Smith, President, Marshall College.

Guss L. Grimm, Assistant Professor of Music at East Illinois State College, presents the case for music concerts in his "Contest or Concert" in the March number of *Illinois Education*.

"Innocent Fun or Social Shame," by the Urban League of Portland, in the March number of *Oregon Educational Journal* contends that the minstrel show does not have a place in school programs.

ARBOR DAY

Whatever is your State, Arbor Day is coming up and offers an occasion for something special for assembly and club programs.

"A Complete Intramural Program" is described by Ray Smalling of Ames (Ia.) Senior High School in the March number of *Midland Schools*.

NEW COMMENCEMENT MANUAL

The 1950 Commencement Manual has just been completed by the National Association of Secondary-School Principals, a department of the NEA. The 256-page handbook contains information about recent commencement procedures and descriptions and scripts of many of the most significant graduation programs developed during the past year in secondary schools across the nation.

According to an article in the March number of *Utah Educational Review*, junior high school students in the William M. Stewart School, University of Utah, write their own "Reports to Parents".

MUSIC POSTERS

Posters aimed at stimulating interest in music are being made available to schools and libraries by the American Music Conference, a public service organization in Chicago. The posters are 17 x 22 inches and are printed in three colors.

First in the series depicts a youngster listening enraptured to music. In the background is a picture of a school orchestra and chorus. The message reads: "Yes, You Can."

Other posters in the series will present other approaches to the theme that every child can benefit from musical activity in the school.

The American Music Conference is located at 332 South Michigan Ave., Chicago 4, Illinois.

THE NATIONAL AT KENOSHA, WISCONSIN

The fifteenth National Speech Tournament, the first since the war to include debate will be held in Kenosha, Wisconsin. The dates are April 27 to 29.

Eugene (Ore.) High School reports a band of 75 members—juniors and seniors only. The per capita cost was \$165.00, \$50 of which was paid by the individual members.

JUNIOR TOWN MEETING LEAGUE ISSUES DISCUSSION BOOKLET

"What are the newest techniques for discussion in secondary schools?" and "How can group discussion be evaluated as a learning process?" are two important problems dealt with in a new book, entitled: "Learning Through Group Discussion," just published by the Junior Town Meeting League. It may be secured, free of

charge, from Junior Town Meeting League, 400 South Front Street, Columbus 15, Ohio.

ACTIVITY PROGRAMS OF SMALL FLORIDA HIGH SCHOOLS

(Continued from page 258)

students. They include 100 different names, some of which are similar—possibly identical activities. The average number of activities listed is thirteen. The school listing the largest number has: basketball, baseball, football, softball, tennis, track, swimming, student council, school paper, yearbook, and the following clubs: journalism, hobbies, Beta, Key, handicrafts, photography, visual education, commercial, future teachers, science, Spanish, good books, library, Boy Scouts, Girl Scouts, band, glee, F.F.A., and F.H.A. The school listing the fewest activities had basketball and Future Farmers of America.

More than 50 percent have such significant activities as: yearbook, basketball, baseball, Boy Scouts, band, football, Future Farmers, Future Homemakers, glee club, student council, and softball. Those least frequently named included: Beta Club, Brownies, Boys Four H, Civics Club, Cub Scouts, dramatics, Girl Scouts, Girl's Four H, hobbies, handicrafts, Key Club, photography, schoolboy patrol, school handbook, science club, social science club, swimming, tennis, track and volleyball. Some activities infrequently named such as Radio Club, Future Teachers, Fishing Club, Hi-Y, Letterman's Club, Music Appreciation, Social Club, Poetry Club, and Bible Club are significant.

More than one half of these schools conduct more than three-fourths of their activities by parliamentary procedure, with a similar number having parliamentary procedure taught during the school years, either as a class or correlated with another class. In most cases, membership fees are made low enough to include all worthy members. Students are permitted to choose their own activities. More than half the schools have organized student councils.

The school's assembly is usually held once each week, lasting from 30 to 45 minutes. More than one-half of the programs are rendered by the students. The homeroom as activity period is negligible in most of the schools, for it is mainly used in the morning for routine checks.

It was found that teachers are employed with the understanding that they will have an activity or two to sponsor—to be determined by the principal or by the club, the principal, and the teacher concerned. In three schools reporting, teachers are paid for sponsorship of activities not including any form of athletics.

The most common practice throughout the state in these smaller high schools is to have clubs meet during the school day, during a period worked into the daily schedule, usually called the "enrichment" or "activity" period.

More than one half of the schools state that they are keeping accurate records of their activity program in the permanent record field of the student concerned, giving proper credit in all cases. Several who had not had this practice stated that they plan to keep records starting with this year.

More than one-half of the schools state that more than three-fourths of their students are engaged in some planned activity. One fourth of those reporting state that ALL of their students are participating in the activity program.

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How We Do It

PROMOTING INTERNATIONALISM THROUGH MEMORIAL EXHIBIT

While studying world history at the Forest Park High School, two freshmen classes became interested in memorials erected by various nations to honor their famous people. To gain information about these well-known memorials, the pupils made research reports which they presented orally to their classmates.

The pupils collected pictures from the school library and the Enoch Pratt Library. A few of the pictures included the following: Marathon Mound, Thermopylae Pass, Victory of Samothrace, Arch of Constantine, Lion of Luzerne, Arch of Triumph, Tomb of Unknown Soldier in many countries.

The boys and girls took camera pictures of memorials in Baltimore and in other places in Maryland. They did some of the photographing at night with flash bulbs. Among the camera pictures were these: Baltimore War Memorial, Washington Monument on Mount Vernon Place, Lafayette Monument, and the Francis Scott Key Monument on Eutaw Place.

Five students made twenty-four by thirty-inch original drawings of bridges, arches, buildings, and monuments.

One boy, Larry Peck, modeled the memorial gate of the Forest Park High School. This gate was erected to Foresters who sacrificed their lives in World War II. To prepare the miniature gate which, when finished, weighed forty pounds Larry made a wooden mould of plywood for the seven steps. Then he mixed plaster in a large wash tub and poured it into the mould. As for the four posts and the walls extending between the posts, these passed through three processes: first, the model was done in clay; second, plaster was put on the clay in thin coats until it formed a reasonably thick coat; and third, this cast was broken open, greased with vaseline, fastened together again with wire, and then filled with plaster. When the plaster was dry, Larry painted on the bricks and printed on gilt plaques the eighty-one names of Foresters who lie sleeping on battlefields around the world.

By courtesy of *The News-Post* and *American*, two local newspapers, thirteen photographs were lent for display in the exhibit. Poems, such as McCrae's "In Flanders Fields," and songs, such as Key's "Star-Spangled Banner," were typed and mounted on paper decorated with poppies. The music department contributed sheets of

music which have inspired persons to better world brotherhood. Flags and postage stamps added to the value of the exhibit.

Having assembled the material, the students arranged it artistically in the glass wall cases along the first floor corridor. Daily, they placed a fresh supply of ivy in the show cases, saying, "The ivy gives a real memorial look."

Of great educational value to the whole student body was the Memorial Exhibit. The boys and girls appreciated the contributions by different countries to the artistic life of mankind. They saw that no one nation has a monopoly on the advancement of civilization. The exhibit was an international meeting place of beautiful shafts, monuments, buildings, roads, and bridges.

As for the students in the classes participating in the project, they were elated with the reaction of the Foresters to their work. These freshmen watched students examine the show cases, and they listened to their comments. They felt satisfied with their productions.

The instructor was thrilled. Seeing these freshmen engaged so wholeheartedly in such an extra-curricular activity, she wished that it were possible to work out some plan, probably through three-year-term committees, for these pupils to handle the placing of other exhibits in the show cases.—JANET BASSETT JOHNSON, PH. D., Forest Park High School, Baltimore 7, Md.

PUPIL PARTICIPATION IN CITY ELECTIONS

This past term the students of our school witnessed an interesting program in Social Studies. While doing an activity unit on Passaic County, the teacher found himself running into a great deal of enthusiasm about the city elections, which were taking place during the Spring. Passaic has the city commission form of government, and the election of five commissioners is of great concern to young and old citizens alike.

To set the stage, campaign promises and platforms were being established, rallies were being held every night, straw voting was taking place at the leading centers of the town, posters and banners were obvious wherever one looked, and the politicians were lining up their voters. The students could not help but gain enthusiasm from their parents and from the election surroundings. It was a natural.

Mr. Bacha, the teacher, started the ball rolling with a discussion of the background of the commission form of government in the city. Some-

and suggested that the ninth grade Social Studies class run an election or straw vote of its own. Lively discussion followed, and procedures were developed.

Committees were elected by the students. They were the Speaking Committee, the Poster Committee, the Bulletin Board Committee, and the Ballot Committee.

It was the assignment of the Speaking Committee to select 23 speakers corresponding to the number of candidates in the city election. Each speaker was to represent a candidate, interview him personally, and pin him down as to his platform. Furthermore, students were to obtain posters from candidates for display purposes. When this information had been secured, they wrote speeches, typed them on 3 x 5 cards, and delivered election addresses in assembly.

The Poster Committee arranged the posters and banners given by the candidates, throughout the building in the order they appeared on the ballot slips. The woodwork shop and the art department assisted the students in making original posters. There were comments from some of the commissioners that they were given too little advertisement. Apparently, this was fair, because they had very little advertisement throughout the city.

The Bulletin Board Committee arranged the boards with pictures and biographies of the candidates. They made collections of campaign pins, buttons, and cards, and displayed them quite artistically.

The students wrote original songs and slogans. Some of the slogans were: "No bullet voting", "Vote for 5", and "We Want Good Government". Four campaign songs were written, to the tunes of "Pennsylvania Polka", "God Bless America", "Anchors Aweigh", and "Beer Barrel Polka".

The assembly program lasted one hour. The auditorium was dressed up for the occasion by the students. Posters with slogans, banners, and candidates' pictures lined the walls. Enthusiasm ran high among the audience and the participants. One speaker was especially thrilled when the candidate she represented sent her a box of chocolates.

Two minutes was the allotted time for each speech. After every six speakers a song was sung: two by a quartet, and two by the entire assembly.

There was a certain degree of campaigning by the students, but it was not organized. The students returned to their homerooms, excited and stimulated, and on the whole better-informed. Classroom elections were then conducted. Shoe boxes served as ballot boxes. After the ballots were collected, the checkers and the readers counted the votes. A news flash was printed for

the bulletin boards, and the five commissioners were "elected".

The final choice was very interesting in light of the city's selection. No other straw vote in town came as close as our school's to being correct. The students picked the five winners and the next four candidates in their order of running. The class then adopted a new slogan, "As Thomas Jefferson goes, so goes the City of Passaic".—CLIFFORD H. NORTH, Thomas Jefferson Junior High School, Passaic, N. J.

CAREER DAY IN A JUNIOR HIGH

A new feature was inaugurated in the Raub Junior High School in Allentown, April 12, 1949, with what is termed Career Day. The project was planned and organized by Mr. Winfield J. Stone, a guidance instructor of the Raub School, and was the first of its kind in the city of Allentown.

Career Day was sponsored by the Allentown Exchange Club, of which Mr. Stone is a member, and most of the specialists came from this club. This was no extra expense for the school, as all the work was voluntary.

Several months before Career Day, questionnaires listing many occupations and professions were submitted to the pupils. The pupils were then asked to select the three in which they were most interested. All the choices were recorded. The occupations were then assigned to different rooms.

The afternoon of Career Day, the Junior Honor Society acted as guides to the thirty specialists. To start off, the entire ninth grade assembled in the auditorium and heard Attorney George Joseph speak on "Youth and Their Future."

The pupils were then separated and went to the rooms assigned them. The first half of the period, the specialists told all about the occupation, and the second half the students asked questions. This all helped the student become acquainted with his future field of work.

After the discussion, the specialists were ushered to the school cafeteria, where they were served a luncheon.

Several days after Career Day, the pupils were asked their opinions and how Career Day could be improved. These opinions were recorded and will have a lot to do with Career Days of the

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Although the project has just been initiated, it is hoped that Career Day will develop into an annual affair.—JANET SCHLEGEL, Francis D. Raub Junior High School, Allentown, Pa.

GHOST ADVERTISES GHOST PLAY

"Kilroy was here".....and here..... and here" Judging by the announcements surreptitiously scrawled on blackboards, chalked on sidewalks, or penciled on soda fountain fixtures, Kilroy, the elusive, the puzzling, the oft-referred-to was an extremely popular ghost in Longmont High School last fall.

One morning, a member of the annual staff said, "Kilroy is so popular around here, and the title of the play is 'Ghost Wanted', (Rowe, Peterson and Co.) why not make use of Kilroy for advertising purposes?"

The fall play in Longmont High is known as the "Annual Play" because half the proceeds received from it are used for our yearbook. For this reason the annual staff advertises the play in a big way. As usual, we hung a canvas sign above Main Street, chalked colored announcements on boards, and put banners and box ads in the local papers.

Kilroy's ghost was a doll attired in the usual white sheet and mask, the costuming, surprisingly enough, being the work of a boy feature editor on the staff.

The following appeared a few weeks before the first performance of the play, in mimeographed announcements which are read every morning in all the classes at our school: "The ghost of Kilroy is somewhere in this building. Be careful when you open your locker."

Later, just before the opening of the play, we inserted this: "Kilroy is here. He was sitting in Hazel McMillan's seat in room 21 this morning. He had a ticket for Hazel, and she will see him at the annual play: 'Ghost Wanted' in the auditorium Friday at 8 P. M."

A big storm which closed school for a day and postponed the second performance of the play threatened attendance and interest on the part of the students. We used Kilroy to keep the interest up. We announced this after the storm: "Kilroy was here! He stayed in the building all during the storm and even now is hiding in someone's locker."

Next day the announcement came: "Kilroy was in speech room this morning. 'Make up your mind,' he said to the coach. 'When do I appear again?'"

"'It isn't my mind,' Mr. James told him, 'It's the weather, but you will present another performance on Friday, November 15.'"

"'All right,' wailed Kilroy, 'tell the students

to be sure to exchange their tickets for reserved seats.'"

Thanks to Kilroy, an unusual number of students and parents attended the play despite the storm. We cleared about three hundred dollars on the play. We may remove the white costume of Kilroy's ghost now and return the borrowed doll to its owner, for both performances of the play are history. The ghost of Kilroy did his work well. Perhaps next year it will be Lena the Hyena or someone else. Who knows?—KENNETH A. RAWSON, Principal, Longmont High School, Longmont, Colo.

"CARE" FOR SOMEONE IN EUROPE

At Mt. St. Dominic Academy in Caldwell, New Jersey, the staff of the 'Argosy', the school paper, decided to turn over its facilities to organize a campaign for funds to send to Care, the Cooperative for American Remittances to Europe.

The staff members felt that if they could raise funds for even one package from voluntary contributions of the students, they would be helping someone in desperate need.

So they organized the campaign. Posters were placed on the bulletin board, and notices went upon the homeroom blackboards. Each morning in assembly the students were reminded of the drive. As they went to lunch, they found girls in the corridors holding small boxes for the contributions.

The committee members believed that the girls would feel a more personal interest in the project if they themselves decided to whom the packages would be sent. The students were asked to bring in the names of needy persons in Europe. A dozen names were submitted, and at assembly one morning that of a Polish woman was drawn from a box containing twelve names. The campaign was continued for several days, until the students had raised enough money for an additional package. This was sent to a young Scotch girl, the penpal of one of the Mount Saint Dominic freshmen.

The staff chairman then asked the girls if they would approve of the idea of setting aside one week of every month as Care Week to raise funds for additional packages. The students were unanimously in favor of continuing the plan. So each month they are greeted by a staff member

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asking for funds. The campaign will last until every person on the list has received a Care package.

As the "Argosy" campaign continues, the staff members realize that by organizing and running this campaign not only are the girls performing a marvelous work of charity but also that in Mt. St. Dominic Academy you will find a group of generous and consequently happy girls.—MARIETTE REILLY, Mount Saint Dominic Academy, Caldwell, N. J.

EIGHTH GRADE MINSTREL

Last fall our Oakhurst eighth grade conducted a successful campaign for magazine subscriptions to obtain money for the annual Washington trip. We needed about \$200 more, and decided to stage a variety show.

We asked the primary rhythm band, the school glee club, and several specialty dancers to help us. This first act not only balanced the second act minstrel show by the eighth grade, but also provided us with a large appreciative audience of friends and relatives.

Upper grade art classes made paper hats and capes for the small children, and the eighth grade made huge black crepe paper bow ties for boy glee club members, and red ones for the girls. The dancers furnished their own costumes, as did the end men for the minstrel. Each end man made also a decorated box or small tub. We used no scenery, but made huge musical notes of black construction paper and pinned them on the back-drop curtain.

Our music supervisor wrote appropriate words for our opening song to the tune of Alexander's Rag Time Band. The pupils themselves brought in dozens of jokes which we read to the entire class, then sifted and resifted until we had the needed number.

Our songs included Short'nin' Bread, Camp-town Races, I'll be down to get you in a Wheelbarrow, Honey, and other familiar numbers. The end men did several numbers on combs with tissue paper, and they made a big hit.

Three girls put on a trained horse act. One, the trainer, put the other two (in tight burlap trousers and burlap body, with big paper bag head) through counting, jumping and "talking" acts. Our horse nodded or shook his head when asked questions.

One of the most popular acts was an imitation of Al Jolson. After some conversation and betting between two of the end men, one of them produced a friend said to perform even better than Jolson. A record behind scenes played a Jolson number, while a boy imitated the singing and gestures. Two talented members of the class offered piano solos, and two violinists

gave a little skit after the manner of Jack Benny.

Prime requisites for such a show are uninhibited end-men and an interlocutor with a good memory, genial personality, and clear voice. Such a project not only brings in needed funds and gives the pupils an opportunity to exercise their talents and ingenuity, but also encourages community pride.—MR.: M. B. MAMULA, Oakhurst Elementary School, Oakhurst, New Jersey.


AFTER THE PROM—WHAT? PANEL FINDS SOLUTION

For some time various problems arising from graduation dances and proms in our senior high school had been of great concern to the students, the parents, and the teachers. Finally the student council and faculty decided to bring the problems out into the open so that all concerned could express their views. With the help of the Parent-Teachers' Association, a panel discussion on "After the Prom—What?" was arranged for parents, teachers, and students.

Members of the panel included a teacher, two parents whose children expected to attend the next prom, and two students—a boy and a girl elected by the senior class. The student representatives had no difficulty in getting an expression of opinion from their classmates because the idea of a panel discussion on the vital question of the prom aroused considerable interest in the school.

On the appointed evening, each member of the panel gave his views in regard to the cost of the prom, the kind of entertainment available after it, the night club and road house problem, the means of transportation, and the time of arrival home. Discussion was animated throughout the evening, the members of the panel and the people in the audience freely expressing their opinions. As the program grew to a close, it was obvious that there was a general feeling of satisfaction over the insights that had been gained as a result of this exchange of views.

As a direct outgrowth of this discussion, committees of teachers, parents, and students were organized to give further consideration to some of the problems that had been presented. Before very long the Committee on Transportation agreed on a "car pool" whereby parents would volunteer to pool their cars so that all young-



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sters will be provided transportation by licensed operators on "prom night". Parents readily consented to this proposal.

The Committee on Entertainment After the Prom soon decided that students should promise to remain within a ten-mile radius of the town if they went out after the prom. The committee further reported that large house parties in the homes of students would be tried in lieu of night clubs and road houses. Other problems connected with the prom were handled by committees, and all the reports were submitted to the student body for consideration. Interestingly enough, with few exceptions, the recommendations of the various committees were adopted by the students, and the school can now look forward to Prom Night with real anticipation and far less concern than ever before.

The values arising from this entire project were many. For the first time, the students had an opportunity to hear the views of parents other than their own. They soon learned that what they thought had been their individual problems were common concerns, and consequently they developed a better understanding of their parents' attitudes. Fathers and mothers were interested in discovering that their fears and anxieties were shared by most of the parents in the group and that there was a genuine willingness on the part of others to try to solve these problems. The teachers were happy to learn that the parents were only too eager to co-operate with the school and to share in the responsibility for making the prom an enjoyable, safe experience for the young people. The success of this entire venture in co-operative relationships was but a prelude to similar meetings on various problems as they arose from time to time during the school year.—NORMAN T. HOWARD, Social Studies Teacher, Junior High School, Roselle Park, New Jersey.

AN ACTIVITY PROGRAM

At eleven o'clock each morning except Friday, we meet in activity groups. On Friday we attend an assembly at this hour. The assembly programs are planned as an outgrowth of each of the various activity groups.

The activity groups are namely: Dramatic Art; Business Mathematics; Journalism; Spanish; Manual Arts; Home Economics; Art; Photography; Glee Club; Band; Practice in Reading, Penmanship, and Spelling; and Agriculture.

The general purpose of these clubs is to motivate the student's interests. He is allowed to select such an activity as appeals to him at the opening of the first semester. The program of each activity is based upon practical use. Each instructor works with the idea in mind that his

work will correlate with every other activity and with the school program in general.

For instance, in Business Mathematics, an actual school store, from which school supplies and confections are sold, is managed by the class. A school savings bank is operated by this group. The budding photographers make pictures, develop films, carry on an actual real life business, doing all the photographic work for the school, as well as for individual members of our classes. The Journalism enthusiasts edit and print a school newspaper and do all such printing as is needed in the school program. They make interesting interviews and take polls of public opinion. Each dramatic organization encourages young actors and actresses and gives them opportunities to participate in well-chosen dramas. Boys with a yen for woodwork and manipulation of tools find the shop a fine place in which to further their talents. Out of this comes the production of school furniture, as well as individual projects. In the Home-making Club both foods and clothing are stressed. The girls prepare dinners and luncheons for themselves and guests, and make many lovely articles of dress. The student artists, given freedom to express their ideas and interests, produce work of which the school is very proud. Their productions are used to decorate all homerooms, other class rooms, and the library. Our school was the first to sponsor an annual Art Exhibit by contemporary artists from Utah and nearby states. The school has purchased many of these original paintings and is distributing them among the classrooms and the library and offices. An appreciation of art and artists is especially fostered. In the seventh grade reading and spelling clubs, individual and remedial aid is given to the students by the teachers, and good penmanship is also practiced. We think that these classes help the students make the transition from elementary to junior high school studies. The Good Neighbor policy is sponsored by the Spanish group of eighth grade students. In this class, an introduction to Spanish conversation and reading is given as well as much study of Spanish-speaking countries. Our promising young musicians find themselves in chorus or band. Here they are given a real opportunity in composing music and developing talents, and are prepared to help

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in assemblies and programs. In the agricultural class, the future farmers study in a scientific way the tilling of the soil and the best breeding methods for their stock.

Guiding all these activities, and encouraging the growth of each, is a group of student-elected officers, with a faculty advisor as a member. These meet once a week, and are responsible for the planning and expenditures for school activities, and mold and execute school policies.

The thread of pedagogy running through all this activity program is certainly one of learning to do by doing.—GLADYS M. MAJORS, Journalism Club Advisor, Junior High School, Cedar City, Utah.

AN ELEMENTARY SCHOOL CLUB PROGRAM

About ten years ago, in order to give the boys and girls an opportunity to further their personal interests, we started a club program in our elementary schools. All pupils from fifth grade through eighth are allowed to join a club, but none is obliged to join if he does not wish to.

Meetings are held after school every Wednesday from 3:10 to 3:45. Since all our pupils live near the school, there is no problem of having to take buses at a certain time. Every teacher sponsors a club, which makes it necessary to hold meetings after school, because the lower-grade pupils do not participate in the program.

The Journalism Club publishes the school newspaper. They collect the news from the grades, sort it, make corrections and write editorials. A teacher types the stencils and the pupils mimeograph it, design and make the covers, staple and distribute it. The paper usually consists of three pages with a decorative cover.

Our Library Club has charge of the school library. Books that have been taken out by lower grade children are checked off and returned to their proper places on the shelves. Sometimes club members repair books, or make out cards for new books that have been added to the library. Also if the books are overdue, they notify the offenders.

One of our most active groups is the Junior Red Cross. Last year they made toys for children's hospitals, knitted an afghan, sent several boxes of clothing abroad, carried on a correspondence with children in Holland. Besides this work, they took charge of collecting the money for the Red Cross Drive and collected the boxes of small articles that were given by the classes.

In the Art Club they made jewelry, arranged winter bouquets, painted posters, and at Christmas time repaired and painted toys for the Children's home.

One of the teachers had taken an extensive trip around the United States the previous summer. She sponsored a Travel Club, which she started by showing pictures and movies taken on the trip. This gradually brought in the study of other countries.

The Science Club is always popular with the boys, because they get a chance to do simple experiments and make collections.

Hobby Clubs vary from year to year, depending on the interests of the pupils. Last year, they requested a Stamp Club and a Model-making Club. Another year, a group was interested in dramatics. Until they sign up in September we never know just which clubs we shall have.

Although it is voluntary, nearly all pupils join some group, in which they remain for the school year. Regular attendance is expected unless a member has a good excuse for being absent.

Each club elects its own officers, who take charge of the meetings and help to plan the activities that the group will engage in.

We find that the success of a club depends principally on the sponsor. Children are enthusiastic or they would not join a particular group. We feel that the clubs form an important part of our school program.—FLORENCE DEWEY, Elementary School, Bogota, N. J.

A HIGH SCHOOL BAND GOES TO CAMP

Every August, for the past three years, the members of the high school band, New Kensington, Pa., one hundred and twenty strong, accompanied by eight chaperons, three cooks, a registered nurse, and three instructors, packed their instruments, and other necessary essentials for one week at band camp. This camp is located at the foot of Mount Davis, Somerset County, and is considered the highest point in Pennsylvania.

The camp, a former Civilians Conservation Corps camp, is leased from the state by the New Kensington, Pa., Boosters' Club, which sponsors, and finances the entire cost of the week. This camp is also endorsed and approved by the Board of Education and the school authorities. The supervision and instruction is under the direction of the instrumental department of the high school.

The building facilities include two huge barracks, each of which houses from fifty to sixty

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band members. One is used for the girls; the other for the boys. Another building contains a dining hall and a small auditorium, which is used for rehearsals during inclement weather, and for evening entertainment. There are also three smaller cabins and a headquarters building, which houses the infirmary and the post office. The swimming pool and practice field are closely situated.

Upon arrival at camp, the students register, take their assigned bunks, and are issued a schedule of activities for the week. The schedule is as follows:

Morning call	7:00 A. M.
Devotional and flag saluting exercises	7:15 A. M.
Breakfast	7:30 A. M.
Cleaning of quarters	8:00 A. M.
Individual practice	8:30 A. M.
Sectional group practice	9:00-9:45 A. M.
Full band marching practice without instruments	10:00-10:45 A. M.
Full band marching practice with instruments	11:00-11:45 A. M.
Lunch	12:00 P. M.
Required rest period	12:45-1:30 P. M.
Concert Practice	1:30-3:00 P. M.
Recreation Period (swimming, mushball, volley ball, basketball, ping-pong, horse shoes, and any other desirable sport)	3:00-5:00 P. M.
Dinner	6:00 P. M.
Full band marching or concert practice	7:30-8:30 P. M.
Organized recreation (dancing, amateur hour, bon-fire, singing, movies, band entertainment from neighboring town)	9:00-10:00 P. M.
Taps	10:30 P. M.

This schedule is used every day except the Saturday evening preceding the Sunday that camp breaks. That evening the entire group journeys to the neighboring town of Salisbury, three miles away, to demonstrate what has been accomplished during the week at camp.

The band parades through the town to the ball park, where they put on a display of formations and maneuvers. Following this a dance honoring the band members is given by the townsfolk.

The biggest problem encountered is the feeding of so large a group. The plan adopted is that used by the army in its many camps in this country. The food is served cafeteria style, and each student sits down, filling every table systematically. As each one finishes eating, he takes his dishes with him, and files out the rear entrance of the dining room, where several tubs are located. One tub is for discarding leftover

food, the others for rinsing the dishes. Each student is responsible for his dishes, and does his own dishwashing. This is really one up on the army style.....our K. P.'s do not work as hard.

Is it worthwhile? It certainly is for it provides a splendid opportunity for the youngsters to improve upon their music and, in addition, spend a pleasant week in the mountains. The work accomplished in one week at band camp would take three months to do at home. Also, it is a practical demonstration of living and working together; an educational experience for everyone.—FRANK G. OLIVER, Band Director, New Kensington High School, New Kensington, Pa.

SHOULD THE SCHOOL NEWSPAPER HAVE A CENSOR?

(Continued from page 252)

paper must belong to the school community. The sooner the students are convinced that the paper is theirs, the sooner can an aggressive, free editorial policy transform the school community into an actual, working democracy.

The enemies of our system believe it can be overthrown because of certain weaknesses inherent in democracy. One of these is our failure to use repressive measures in fighting their propaganda. Curiously enough, some of our own ultra-conservative elements agree with the communists on this point. They warn us that we'll lose the fight against Soviet ideas unless we employ Soviet methods of repression. They hold that we cannot save democratic ideals except by the use of undemocratic methods. This is equivalent to telling us that democracy can save itself from being murdered only by committing suicide.—HOMER PRICE RAINEY.

Lawrence F. Greenberger, Personnel Director, Kaufman's Department Store (Pittsburgh), outlined the results of a study made of 600,000 employees in 280 Chicago corporations. Of all failures, he said 89 per cent were caused by lack of ability to get along with people.

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NATURALLY

The mayor, proud of having been awarded an honorary degree by his former college, was addressing a class of boys and girls in one of the city's grammar schools. He asked them whether anyone knew the meaning of M.D., D.D., and L.L.D. There was a dead silence until a little girl excitedly shrieked: "I know, mister! Mairsy Doats, Dosey Doats, and Little Lambsy Divey!"
—*Wisconsin Journal of Education*

SIGNS OF THE TIMES

This sign was posted in a village store window a few years ago: "Farmers, bring in your eggs. We want 'em bad."

And then there was another sign—this one outside a beauty parlor—Do not whistle at girls leaving our shop; one of them might be your grandmother.

A small boy came up with this brilliant defense of his low marks on the report card: "I was the highest of all who failed."—*HAROLD SPENCE, Holdredge (Neb.) Daily Citizen*

HERO

They're telling of the Boston salesman who visited Texas and heard one particular Texan boasting about heroes of the Alamo who, almost alone, held off whole armies.

"I'll bet you never had anybody so brave around Boston," challenged the Texan.

"Did you ever hear of Paul Revere?" asked the Bostonian.

"Paul Revere?" said the Texan. "Isn't that the guy that ran for help?"—*Kablegram*

A concert was being held in a village school-room, and it was Sandy's turn to give a bagpipe solo. When he had finished, and the applause had died down, a voice from the back shouted, "Give us 'Annie Laurie', Sandy!" "What?" asked Sandy. "Again?"—*The Rosarian*

A millionaire, as he climbed into his limousine, snarled at a newsboy: "No, I don't want to buy a paper! Get out!"

"Well, keep your shirt on, boss," the newsboy answered. "The only difference between you and me is that you are making your second million, while I'm still on my first."—*North Carolina Education*

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